

VISIT...

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Tutor Teaching Tips

Repeated Reading • K-3

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *Kites* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage.

Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 70 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What were kites named after? (a bird)

Who wrote about kites 2,000 years ago? (Chinese people)

How did the Chinese man use a kite? (He tied himself to the kite to scare his enemies.)

If time permits, repeat the steps above using part 2 of the passage, *Kites*.

Optional Activity

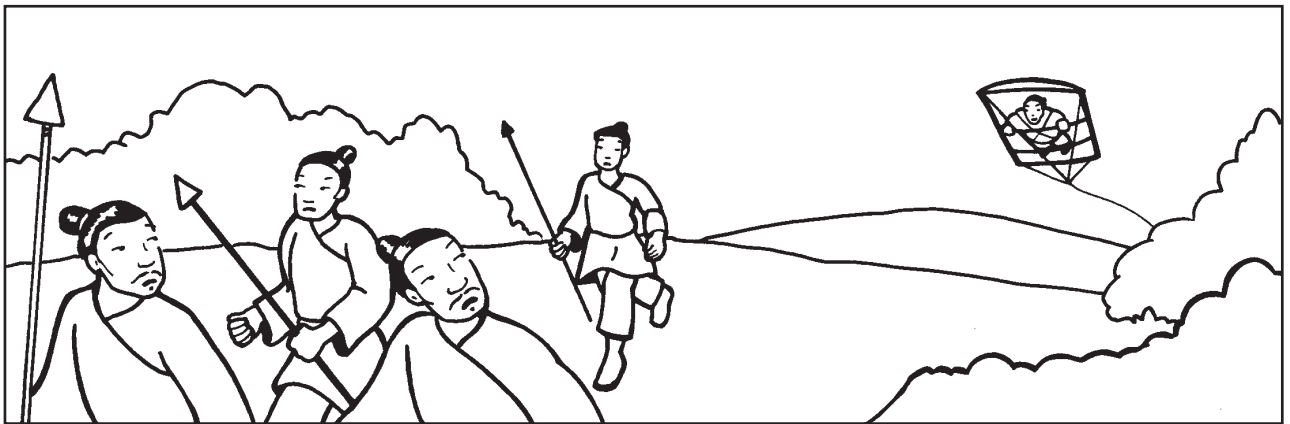


5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them face down on the table. Have the child draw a card, read the word, and tell you whether or not the word is a position word. If the child is correct and the word is a position word, he/she can move up one rung on the ladder. If the child is not correct or the word is not a position word, he/she does not move on the ladder and returns the card to the bottom of the stack. It is now your turn. Repeat the game as time permits.

Part 1

A kite is one of the oldest, simplest toys. But people enjoy	12
kites all around the world. Kites come in every size, shape,	23
and color you can imagine. They are both toys and tools.	34
Kites were named after a bird that soars high in the sky.	46
No one knows when kites were invented. The Chinese	55
wrote about them over 2,000 years ago. One Chinese	64
legend tells of a man who attacked a fort. He tied himself	76
to a large kite and flew over the fort. The soldiers saw the	89
man flying through the air, and they ran away, terrified.	99



Part 2

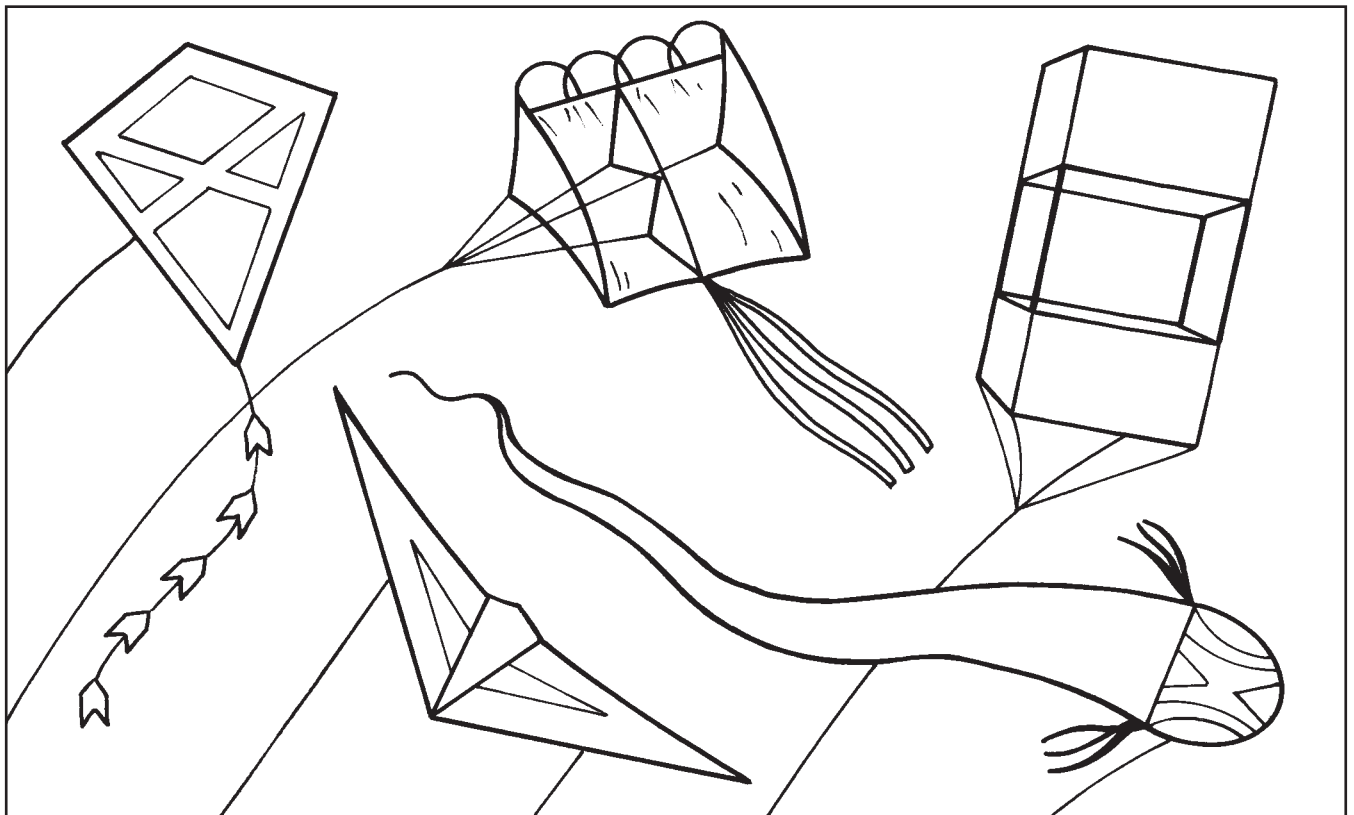
Large weather kites carry instruments into the sky. They 9
 record wind speed and temperature high in the clouds. 18

Today, kites are mostly used for fun. Different shapes fly 28
 in different ways. Diamond-shaped flat kites fly easily and 38
 smoothly. Rectangular box kites hang still in the air. 47

Stunt kites twist and twirl on two or even four strings. 58

Large, loose parafoil kites fill up with wind like parachutes. 68

Giant dragon kites flutter in the breeze. Fighting kites try 78
 to cut each other's strings with sharp edges. 86

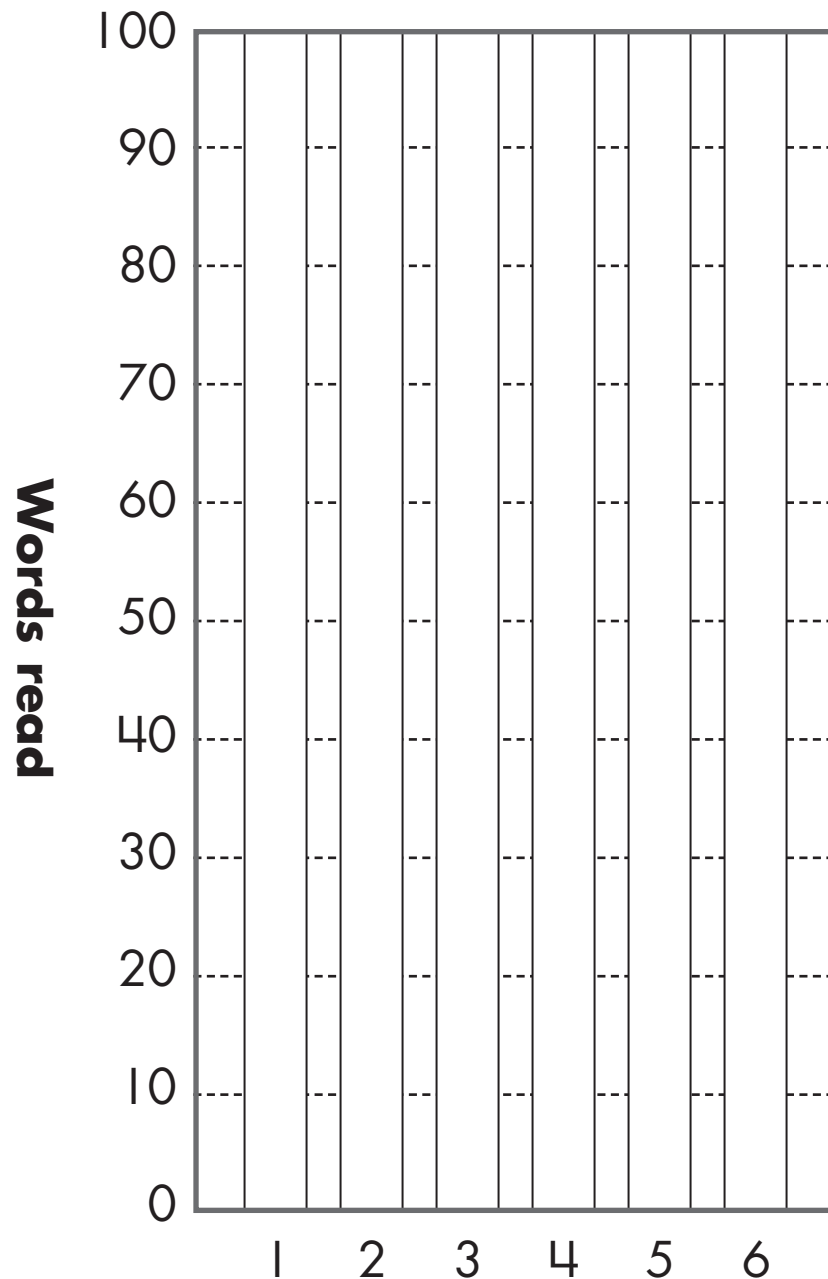


Fluency

Repeated Reading Bar Graph

Lesson K-3

Name _____ Date _____



Number of errors: _____

1 2 3 4 5 6



around

in

dragon

over

shape

one

through

tells

beside

saw

away

wind

into

strings

loose

each

